

**THE EFFECTIVENESS OF LEARNING SIMPLE TENSES OF
ENGLISH THROUGH DESCRIPTIVE PARAGRAPH
WRITING AT THE SECOND YEAR OF MAN 1
PEKANBARU**



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1431 H / 2010 M**

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Thesis

Submitted to Fulfill One of the Requirements for
the Undergraduate Degree in English Education
(S.Pd.)



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ABSTRACT

Herlina Tanjung. 2010. The Effectiveness of Learning Simple Tenses of English through Descriptive Paragraph Writing at the Second Year Students of MAN 1 Pekanbaru.

This research is experimental research. The research design is pretest and posttest design. The research was done at the second year students of MAN 1 Pekanbaru. This research is strived to investigate whether students who were taught by using descriptive paragraph writing have better scores than those who were not taught by using descriptive paragraph writing in their ability to use simple present tense. In addition, to compare the scores of the students' ability in using simple present tense who were taught by using descriptive paragraph writing and who were not taught by descriptive paragraph writing.

The data collected from two classes, control and experimental classes. Each class received different treatment, one had given descriptive paragraph writing and other was not. To analyze the data the researcher used the t-test, as suggested by Arikunto (2006: 311-312), as shown bellow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Based on the research findings, it was found that t-observed (3.89) is higher than t-table at 5% and 1% significant level ($2.03 < 3.89 > 2.72$). Regarding the result above, (H_a) is accepted and (H_o) is rejected. It means that there is a significant difference on students' mastery of using simple present tense between students who were taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson/grammar-translation approach).

ABSTRAK

Herlina Tanjung. 2010. Keefektifan Mempelajari Bentuk Waktu Sederhana dalam Bahasa Inggris melalui Penulisan Paragraph Deskriptif pada Siswa tahun ke Dua di MAN 1 Pekanbaru.

Penelitian ini adalah penelitian eksperimen. Desain penelitiannya *pretest* dan *posttest*. Penelitian ini dilakukan pada siswa tahun ke dua di MAN 1 Pekanbaru. Penelitian ini berupaya menginvestigasi apakah siswa yang diajarkan dengan penulisan paragraph deskriptif memiliki nilai yang lebih baik daripada yang tidak diajarkan melalui cara tersebut dalam kemampuan mereka untuk menggunakan bentuk waktu sekarang (*simple present tense*). Selain itu, untuk membandingkan nilai dari kemampuan siswa dalam menggunakan *simple present tense* yang diajarkan dengan penulisan paragraph deskriptif dan yang tidak diajarkan dengan penulisan paragraph deskriptif.

Data penelitian ini dikumpulkan dari dua kelas, kelas control dan kelas eksperimen. Tiap kelas diperlakukan berbeda, satu diajarkan dengan penulisan paragraph deskriptif dan satu lagi tidak. Untuk menganalisa data itu, peneliti menggunakan *t-test* yang di sarankan oleh Arikunto (2006:311-312), seperti berikut:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Berdasarkan hasil pengujian *t-test*, nilai *t* (3.89) lebih besar daripada nilai daftar *t* pada taraf signifikan 5% dan 1% ($2.03 < 3.89 > 2.72$). Dari hasil tersebut, dapat dimaknai, (H_a) diterima dan (H_o) ditolak. Artinya, ada perbedaan yang signifikan pada penguasaan siswa dalam menggunakan *simple present tense* antara yang diajarkan dengan cara penulisan paragraph deskriptif dan yang diajarkan dengan cara konvensional (pelajaran tata bahasa/dengan pendekatan terjemahan dan tata bahasa).

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CHAPTER I

INTRODUCTION

A. Background

Learning English is quite difficult for some students, but easy for other ones. Most of the students who are now in senior high schools have been learning English since they were in the elementary school. It means that they have been learning English more than ten years. By looking at the time they have been spending ten years for learning and studying English, logically they have quite a lot of vocabulary and also practice writing, reading, listening and speaking a lot.

For good language learners who have no problems in learning and studying English have good marks for English subject. They can communicate in English spoken and written. They are active in the class by participate to share ideas, comments and suggestion in English. But for bad language learners, they have problems in learning and studying English. They get bad or low marks for English subject. They cannot communicate in English well. In the class they are passive and seldom to participate. As conclusion, even though the students spend ten years for learning and studying English, there is no guarantee by learning and studying English for a long time in order to be a good language learner.

English teachers has important role in supporting their students to be good language learners. Many teachers around the world change their approach in teaching, from grammar translation approach to communicative approach in order to help their students in learning language. Many teachers did action research on

investigating the implementation of communicative approach to language teaching in order to give contribution to the language learners.

However, not all teachers change their teaching approach. The teachers teach their students the same ways with what they got from their former teachers. Some teachers pretend to use the old approach in their classes. According to Zainil (2008: 2), the usual classroom techniques of grammar-translation approach includes these characteristics:

1. A lesson usually starts with a grammar point.
2. A piece of reading follows the purpose of illustrating the grammar point.
3. Next, the exercises on grammar point are given.
4. Translation exercises come after that.

In recent years, there have been some dramatic shifts in attitude towards both teaching and learning English in some of the schools in Indonesia. MAN 1 Pekanbaru is one of the schools that concerned to improve the students' proficiency in English. In this school, the ability to communicate effectively in English is now a well-established goal in English language teaching.

As researcher's preliminary study, the teaching of English in grade XI of MAN 1 Pekanbaru has emphasized gaining knowledge about the English language rather than using the language for genuinely communicative purposes. It is because the students prepared to past the national examination that focus on written test, so for some teachers it is useless to teach in communicative ways. As evidenced throughout the literature on English language teaching and learning,

there are significant philosophical differences between the Grammar-Translation Method and Communicative Language Teaching which are not easily reconciled.

The preliminary study also showed that teachers were not familiar with how to develop students' communicative competence; one of the teachers' admitted that, listening and speaking skills were not evaluated in the exam. In addition, teachers' main focus was on developing students' grammatical skills (i.e. gap filling exercises, graph interpretation, and translation of discrete items). Therefore, the way the English subject taught based on grammar translation method.

From the statement above, researcher can analyze that, if the teacher taught present tense materials from grade X, the students will master the present tense materials and they can use this tenses in a part of it, and they can use it communicatively. But in fact, the students are still having lack of ability to use present tense, and they have problems when they want to use present tense communicatively such as choosing the appropriate verb to refer to habitual action or to refer to things that are generally true. Some of the students are easy to confuse in differentiating singular and plural verb for different subject.

The other fact is that, the teacher often focuses on grammatical rules rather than meaning when teaching a grammatical structure, as they believe that learning a foreign language is about learning to master its linguist system. And they agree if students know the grammar rules, they will be able to communicate in the language, but in the facts shows that although students can learn and remembered grammar rules very well, they can not communicate in the target language at all.

From the preliminary study, the researcher identified another phenomenon as follows:

1. Some of the students use incorrect verb in the sentences of simple present tense.
2. Some of the students cannot make sentences of simple present tenses correctly.
3. Some of the students are still confuse to use singular and plural verb for the different subject.
4. Some of the students are easy to confuse the use the simple present tense for actions which are done habitually or which happen regularly.
5. Some students use grammar translation method as a way to learn English.
6. Some of the students still get low score in writing because they lack of vocabulary, and they do not master the simple tenses, especially in simple present tense.

According to Bold (2004: 40), "Teaching produces learning". Related to that, the researcher interested to teach simple present tense through descriptive paragraph writing. Because descriptive text normally uses simple present tense that means the students can practice to use simple present tense communicatively. Therefore, this research is aimed to investigate whether descriptive paragraph writing effective to help the language learners of Madrasah Aliyah Negeri 1 Pekanbaru in learning simple present tense. For that reason, this research entitled "The Effectiveness of Learning Simple Tenses of English through Descriptive Paragraph Writing at the Second Year of Madrasah Aliyah Negeri 1 Pekanbaru".

B. The Problem

From the background and phenomena above, it is clear that some of the students have difficulties in using the simple present tense communicatively even though they were taught by using grammar translation method.

1. Identification of Problems

Based on the background of the problem and symptoms described above, the problems will be identified as follows:

- a. Why do some of the students use incorrect verb in the sentences of simple present tenses?
- b. Why do some of the students cannot make sentences of simple present tenses correctly?
- c. Why are some of the students confused to differentiate a verb from another verb used in simple present tenses?
- d. Why do some of the students easy to confuse the use the simple present tense for actions which are done habitually or which happen regularly?
- e. Can descriptive paragraph writing being the technique used by the teacher to teach grammar communicatively?
- f. Can descriptive paragraph writing improve students' ability in using simple present tense?

2. Limitation of Problems

In this research, it is necessary for the researcher to limit the above problems on the students' ability in using simple present tense. In order to

consider the researcher's capability, time, and fund to conduct this research, the researcher limited that the research was only to investigate whether descriptive paragraph writing is more effective than traditional grammar lesson to improve students' ability in using simple present tense.

3. Formulation of Problems

Based on the limitation of the problems above, the writer formulates the problem in the following research questions:

- a. To what extent can the use of traditional grammar lesson improve the students' ability in using simple present tense at grade XI of MAN 1 Pekanbaru?
- b. To what extent can the use of descriptive paragraph writing improve the students' ability in using simple present tense at grade XI of MAN 1 Pekanbaru?
- c. Is there any significant difference on students' achievement on using simple present tense between students who were taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson) as measured by the post-test at grade XI of MAN 1 Pekanbaru?

C. The Objective and the Significance of the Research

1. The Objective of the Research

Related to the formulation of the problems above, the followings are the researcher's objective to conduct this research.

- a. To know the extent of using traditional grammar lesson can improve the students' ability in using simple present tense at grade XI of MAN 1 Pekanbaru.
- b. To know the extent of using descriptive paragraph writing can improve the students' ability in using simple present tense at grade XI of MAN 1 Pekanbaru.
- c. To compare the scores of the students' ability in using simple present tense who were taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson) at grade XI of MAN 1 Pekanbaru.

2. The Significance of the Research

- a. To increase the researcher's knowledge of English and share experiences to others.
- b. To introduces the communicative way of teaching English grammar through descriptive paragraph writing.
- c. To give some contributions to English teachers at the school related to different way of teaching English grammar.
- d. To give some contributions to the students related to learn simple tense contextually through descriptive paragraph writing.

D. Definition of Terms

In order to avoid misunderstanding from the readers about the terms used in this research, some definitions of the terms are:

1. Effectiveness is “the quality of being able to bring about an effect” (Lewis, 2007).
2. Simple present tense is a tense that used to refer to habitual action or to refer to things that are generally true (Lim, 2005: 6).
3. Descriptive paragraph is a group of sentences which is telling about the characteristics of a particular thing, such as person’s characteristics or description (Priyana, 2008: 139).
4. Writing is “The act of creating written works” (Lewis, 2007).

CHAPTER II

THEORITICAL FRAMEWORK

A. Review of Literature

1. Teaching Grammar

Innovation in teaching and learning English is happening everywhere in English classroom. How to implement the changes of teaching English is a challenge for English teachers. Grammar is one of the parts of teaching English. Grammar teaching has often been regarded as a structure based formal activity. After the integration of several source and techniques, which mainly based on communicative activities, the teaching of grammar gained a new insight.

Communicative language teaching (CLT) gives contribution to the changes in the way of teaching English. The different of communicative language teaching with traditional grammar lesson mainly appear on the procedure of teaching. The following are the steps of traditional grammar lesson by Nguyen Bang et al. as cited by Lan and Hoan (2007:1).

- 1) The teacher writes down the name of the grammar point on the board.
- 2) The teacher presents the rule and structure.
- 3) The teacher gives examples (in English) to illustrate the rule given.
- 4) The teacher gets the students to make up their own sentences using the rule they have just been given.

- 5) The teacher gets the students to do some translation from L2 to L1 and vice versa. Very often these are only at sentence level and are disconnected and decontextualized.
- 6) For homework the teacher often gets students to learn grammar rule by heart and make some further sentences with them.

Then Lan and Hoan explain, during this kind of lesson, the teacher controls these activities until the end of the lesson and she or he tries to minimize the possibility of students making mistakes. However, to compare traditional way of teaching grammar with a new way in teaching grammar communicatively in CLT classroom, the following are the steps of teaching grammar by Adrian Doff as cited by Lan and Hoan (2007:2).

- 1) The teacher uses visual aids to present the grammar structure to be taught.
- 2) Students deduce the meaning, the form, and the use of it.
- 3) The teacher checks students understanding by asking yes/no questions focusing on form, meaning and use.
- 4) The teacher gets students to practice the structure through Repetition and Substitution Drills, Word Prompts, and Picture Prompts. The teacher tries to provide maximum practice within controlled, but realistic and contextualized frameworks and to built students' confidence in using the new language.
- 5) The teacher provides students with opportunities to use new language in a freer, more creative way. The teacher creates activities in which

students can integrate new language with the previously learnt language and apply what they have learnt to talk about their real life activities.

Lan and Hoan then state that traditional teachers often focus on grammatical rules rather than meaning when teaching a grammatical structure as they believe that learning a foreign language is about learning to master its linguistic system and if students know the grammar rules, they will be able to communicate in the language. While in communicative language teaching classroom, the teachers try to make language used in the lesson real and true. During the CLT lesson, the teacher creates real or like-real situations in which language can be used. This will better enable students to communicate in English outside the classroom. The teacher often plays the important role of facilitator who facilitates activities to work with target language.

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Many teachers integrate several sources and techniques, which are mainly based on communicative activities, in order to teach grammar communicatively. Saricoban and Metin (2000) for example, they state that the use of songs, verse, games and problem solving activities make a grammar lesson effective, beneficial and interesting.

2. Simple Present Tense

Grammar is a very important part of the English language. According to Ansell (2000:25), the grammar of a language is an analysis of the various

functions performed by the words of the language, as native speakers and writers use them. Students who learn English at senior high school will be tested on grammar in their examination. There are many items in Grammar that English students are expected to know. Simple tense is a kind of the grammar items that English students are expected to know for their examination.

English has only two genuinely simple tenses: present and past. Teschner and Evans (2007: 38), explain in a simple tense, the verb phrase consists of just one word. If the verb phrase consists of more than one word the tense it contains is a compound tense, not a simple tense.

A verb changes its form to show tense. The tense tells us when the action takes place, in example whether an action happens in the present, past or future. Ansell (2000: 26) states, “English verbs may have different forms, depending on the subject of the verb, and depending on the action expressed by the verb takes place”. In the following sentences, the subjects of the verbs indicate who or what is performing the action expressed by the verbs. The verbs in these examples are underlined.

Example: We live in the city.

He lives on Jalan Durian.

The examples above illustrate how the form of a verb may vary, depending on the subject of the verb. Both examples are in the simple present tense. Hinkel (2004: 145) state that “the simple present tense refers to actions/events that take place generally in the present, but not necessary at the present moment or time”. He then explains Simple present-tense verbs are not marked for plural and first-

person singular subjects (e.g., *I, we, you, they study*), but are marked by -s or -es for third-person singular subjects (e.g., *he, she, it studies*).

The simple present is one of the four present tenses in English, and is used in various ways. Ang (2005: 27) explain the use of simple present tense as follows:

- a. Simple present tense is used for action which are done habitually or which happen regularly.

Example: Father **reads** the newspapers every morning.

- b. Simple present tense is used to show truth or fact.

Example: The sun **rises** in the east.

- c. Simple present tense is used for facts that are currently true.

Example: Ms Lina **teaches** Science.

- d. Simple present tense is used for talking about something that is happening at the time of speech.

Example: I **sit** beside Grandmother and listen to her stories.

- e. Simple present tense is used for planned future actions.

Example: I **leave** tomorrow for Thailand.

According to Ansell (2000: 27), occasionally, the simple present tense is used to express actions occurring in the past. He gives an example as follow: “Burglar Steals Valuable Paintings”. He then explains the example is written in the style of a newspaper headline, the simple present is used to refer to something which happened in the past.

Rayevska (1976: 138) states the present tense may be functionally synonymous with the Present Perfect. This is often the case in patterns with verbs

of saying, seeing and hearing. The present tense is employed here perfectly to imply "being in a state resulting from having..." Examples are:

*Fly over my city, little Swallow, and tell me **what you see there**.*

***I hear**, you couldn't wait two weeks for me.*

*You've been to Switzerland, **they tell me**.*

From the theory above, the researcher concludes that in teaching simple present tense, the teacher must try to create real or like real situation which the language can be used in order the students can communicate in the target language.

3. Descriptive Paragraph Writing

According to Walters (in Syafi'i, 2001: 27), writing is the application of grammatical rules, lexical items, and theoretical patterns needed by an individual to produce a finished text. This complicated component of writing is considered as the most difficult language skill.

Writing a paragraph is included in writing skill in learning a foreign language. Paragraph is one of several distinct subdivisions of a text intended to separate ideas; the beginning is usually marked by a new indented line (Lewis, 2007). According to Lorcher (2009), four types of sentences that make up a paragraph are as follows:

- a. *Topic Sentence*. The topic sentence states one main idea. Everything in your paragraph must be subordinate to the topic sentence.

- b. *Supporting Sentence*. Supporting sentence supports the assertion made in the topic sentence. Supporting sentences include concrete details, commentaries, facts, examples, opinions, interpretations, and analyses.
- c. *Limiting Sentence*. Limiting sentence limits the scope of the topic sentence.
- d. *Transitional Sentence*. Transitional sentence provides a link to the next paragraph.

There are many kind of text types that students of senior high school should be able to write in form of paragraphs or essays. Depdiknas (2006: 308) limits the text types that should be learned and able to write by senior high school students. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

Priyana et al. (2008) explains “Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text. A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts”.

Doddy et al. (2008) also explain that the structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense.

Regarding to the explanations above, the researcher is interested to investigate whether teaching descriptive paragraph provide the students chance to learn grammar, especially simple present tense communicatively. As Lan and Hoan (2007: 3) remark, in communicative language teaching lessons, the teacher tries to make the language used in the lesson real and true.

Mathe (2005) suggest some steps for teaching writing communicatively. The steps are as follows:

1. Finds a number of pictures (6-10) that are not very different in theme. (For example landscapes of various places.)
2. Places them so that each student can see them well.
3. Asks the students to choose one of the pictures and write a description of it within a given time limit.
4. When they are done, the teacher puts all the descriptions on the wall/board.
5. Give each picture a letter and each description a number, and asks the students to match them.

Mathe then note that if the teacher want to make it into a competition, he or she can award a point for each correct guess, and give the author of a descry[ti]on points according to the number of students who guessed his/her description correctly.

Beside that, Mathe also suggests another way of teaching the students to write descriptive text. The steps are:

1. Prepare a (simple) map of a town. Name some of the buildings; make sure you have got a railway station.
2. Make as many copies as the number of students in your group.

3. Mark a different building on each map.
4. Assign each pupil a partner to whom he/she will be writing. Tell them that their task is to write a letter to their penfriend explaining the way to their home from the railway station. (The marked building on their maps is their house.)
5. When the letters are finished, the students 'send' them to their penfriends, who try to find the building on the map based on the description they got.
6. Ask them to compare their maps for checking.

The activities above can be a good start to any new classes. The researcher argues that the activities allow the students to learn simple present tense since descriptive paragraph text is mostly used simple present tense.

B. Relevant Research

Reima (2005) did an experimental research with title "The Effects of Online Grammar Instruction on Low Proficiency EFL College Students' Achievement". The aim of her study was to find out whether integration of online learning in face-to-face in-class grammar instruction significantly improves EFL freshman college students' achievement and attitudes. Two groups of freshman students participated in her study. Pre-test means scores showed significant differences between the experimental and control groups in their grammatical knowledge. Following online instruction with Nicenet, comparisons of the post-test means scores showed significant differences in achievement. She concluded that in learning environments where technology is unavailable to EFL students and

instructors, use of an online course from home as a supplement to in-class techniques helps motivate and enhance EFL students' learning and mastery of English grammar.

Besides that, this research also has the same research design with a research by Noraini. Her research entitled “The effectiveness of using random word to increase vocabulary achievement at the SMPN 5 Rengat”. In her research, she wants to obtain the effectiveness of using random word technique in increasing the vocabulary achievement at SMPN 5 Rengat. In her data analysis, it shows that the students who were taught by using random is more effective in learning vocabulary. The average score of the students is 78. Based on the findings of her research, she has taken several theories in her research that have relation in supporting her research paper.

This experimental research was different with the above researches because this research strived to find out whether descriptive paragraph writing bring good effect in learning simple present tense.

C. Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpretation in a scientific study. According to Lewis (2007), concept is “an abstract or general idea inferred or derived from specific instances”. In this research, the researcher interpreted the concept into particular words or indicators in order to be easy to measure and operate it. This research consists of two variables; variable X is that descriptive paragraph writing and variable Y is the

students' ability of using simple present tense. Since the concept in this research is still an abstract form to be measured. Therefore, the operational concept of this study was elaborated into some indicators as follows:

a. The indicators of teaching simple present tense by using descriptive paragraph writing

- 1) The teacher finds a number of pictures (6-10) that are not very different in theme. (For example landscapes of various places.)
- 2) The teacher places them so that each student can see them well.
- 3) The teacher asks the students to choose one of the pictures and write a description of it by using simple present tense within a given time limit.
- 4) When the students have done it, the teacher puts all the descriptions on the wall/board.
- 5) The teacher gives each picture a letter and each description a number, and asks the students to match them.

b. The indicators of students' ability in using simple present tense

- 1) Students are able to use the simple present tense for actions which are done habitually or which happen regularly.
- 2) Students are able to use the simple present tense to show a truth.
- 3) Students are able to use the simple present tense for facts that are currently true.
- 4) Students are able to use the simple present tense for talking about something that is happening at the time of speech.

D. Assumption and Hypothesis

a. Assumption

In this research, the researcher assumes: (1) students' ability in using simple present tense is various, and (2) different way of learning might make different achievement on the students' ability in using simple present tense.

b. Hypothesis

H_0 : There is no significant difference of result on students' achievement in using simple present tense between students who were taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson).

H_a : There is a significant difference of result on students' achievement in using simple present tense between students who were taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson).

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The type of this research is experimental research. According to Gay and Airisian (2000:355), experimental research is “the only type of research that can test hypotheses to establish cause-and-effect relationships”. The design of this research is true experimental designs, which follows the pretest-posttest control group design. Before conducting this research, the researcher controlled the selection of participants for the study and divided the selected participants into two groups that had similar characteristics. Therefore, this research involves two groups; an experimental group and a control group. Each group treated differently; however, the teacher, the length of the time and the materials were same. The experimental group was treated by descriptive paragraph writing while the control group was treated by traditional grammar lesson.

Table III.1
The Experimental Design of the Research

O ₁	X ₁	O ₂
O ₁	X ₂	O ₂

Where

O₁ = Pretest

O₂ = Posttest

X₁ = teaching simple present tense through traditional grammar lesson

X₂ = teaching simple present tense through descriptive paragraph writing

B. The Location and Time of the Research

This research was conducted at the second year of MAN 1 Pekanbaru which is located on Jalan Bandeng No 51 A. In addition, the time of this research was from November to December 2009.

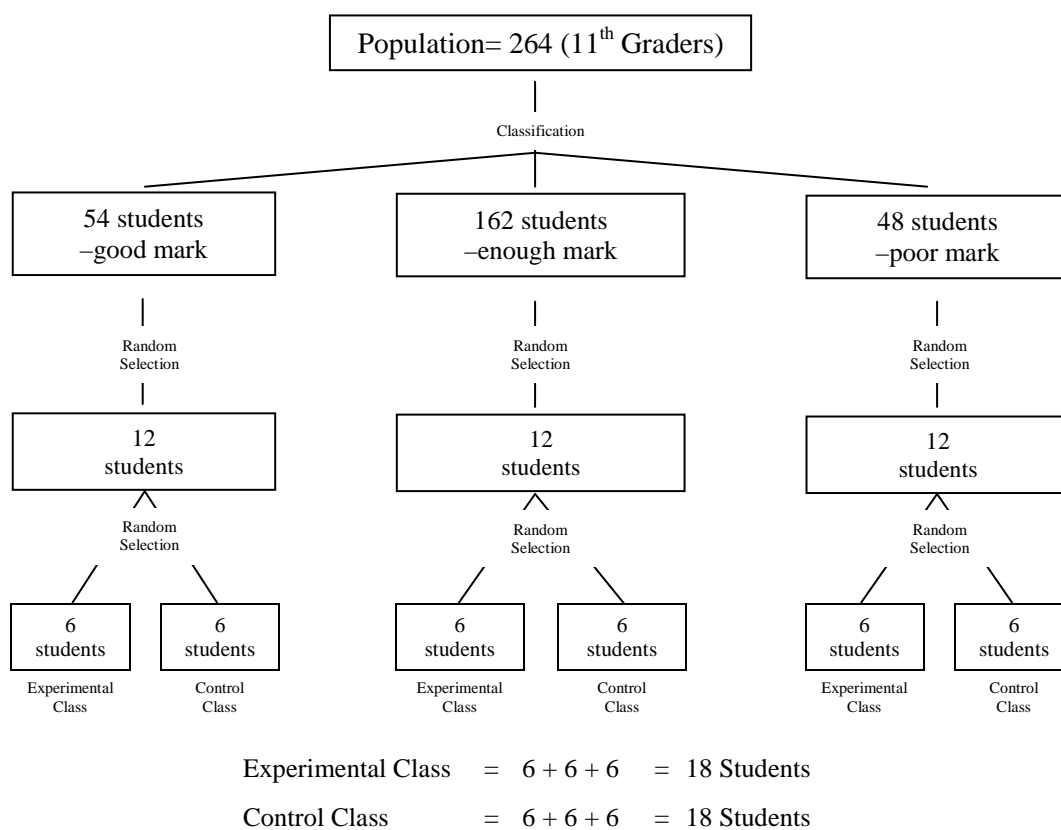
C. The Subject and Object of Study

The subject of the study is the second year students at MAN 1 Pekanbaru, while the object of this study is the effectiveness of learning simple tenses of English through descriptive paragraph writing.

D. The Population and The Sample of the Research

The population of this research is all 264 students of the the second year students in MAN 1 Pekanbaru. Since this research requires two groups and to consider the researcher's capability, time, and fund in conducting this research, the desired sample size of this research is 18 participants for each group. It means the total number of the sample is 36 students. The technique of taking the sample is stratified sampling. The variable of interest is students' mark of English subject based on their report book, and there are three subgroups – good, enough, and poor. Classification of the 264 students indicates that there are 54 students have good mark, 162 students have enough mark, and 48 students have poor mark. In order to take 18 participants as the sample, 12 students are randomly assigned to one of the two groups (experimental class and control class). Therefore, each class contains 18 students (see figure III.1).

Figure III.1
Procedure for Selecting a Stratified Sample for this Research



(Adapted from Gay & Airisian, 2000: 107)

E. Treatments

The experimental and control classes had been given different treatment.

The experimental class was treated by Descriptive Paragraph Writing and the control class was treated by Traditional Grammar Lesson.

Table III.2

The Treatment of the Experimental Class and the Control Class

Experimental Class	Control Class
1) The teacher finds a number of pictures (6-10) that are	1) The teacher writes down the name of the grammar point on the board.

not very different in theme.	2) The teacher presents the rule and structure.
2) The teacher places them so that each student can see them well.	3) The teacher gives examples (in English) to illustrate the rule given.
3) The teacher asks the students to choose one of the pictures and write a description of it by using simple present tense within a given time limit.	4) The teacher instructs the students to make up their own sentences using the rule they have just been given.
4) When the students are done, the teacher puts all the descriptions on the wall/board.	5) The teacher gets the students to do some translation from L2 to L1 and vice versa. Very often these are only at sentence level and are disconnected and decontextualized.
5) The teacher gives each picture a letter and each description a number, and asks the students to match them.	6) For homework the teacher ask the students to learn grammar rule by heart and make some further sentences with them.
	(During the lesson, the teacher controls these activities until the end of the lesson and she tries to minimize the possibility of students making mistakes)

Both experimental and control class treated for eight meetings. At the eighth meeting, the researcher gave posttest to both classes.

F. The Techniques of Collecting Data

The data had been collected by administering grammar multiple-choice questions that focus on testing simple present tense. The test was given to experimental and control groups at the beginning and the end of the research. The instrument consist of 40 items multiple-choice questions. There were four options

(A, B, C, and D); the students choose the most suitable answer. The score is “1” for each correct answer and “0” for the false answer. If a student answers all the items of the test correctly, his or her score is 100. The test item made based on the indicators of students’ ability in using simple present tense as stated in the operational concept.

G. Instrumentation

1. Testing Validity

According to Arikunto (2006:168), the valid instrument is the instrument that can measure what the researcher want to measure. In this research, instrument validity included content validity, construct validity, and item analysis. Content validity is the degree to which test measure an intended content area. It requires both items validity and sampling validity. Item validity is concerned with whether the test items are relevant to the intended content area and sampling validity is concerned with how well the test sample represent the total content area. While construct validity seeks to determine whether the construct underlying a variable is actually being measured (Gay, 2000:231).

2. Testing Reliability

The reliability of the test that used in this research was checked by using Hoyt’s formula as suggested by Arikunto (2006:191-195). The steps of Hoyt’s formula analysis are as follows:

Step 1. The sum of respondents' square:

$$JK_{(r)} = \frac{\sum X_t^2}{k} - \frac{(\sum X_t)^2}{(k \times N)}$$

where

$JK_{(r)}$ = the sum of respondent square

k = the sum of items

N = the sum of respondent

X_t = total square of each respondent

Step 2. The sum of the item square:

$$JK_{(b)} = \frac{\sum B^2}{N} - \frac{(\sum B_t)^2}{(k \times N)}$$

where

$JK_{(b)}$ = the sum of item square

$\sum B^2$ = the sum of all correct item square

$(\sum B_t)^2$ = the square of total score

Step 3. The sum of the total square:

$$JK_{(t)} = \frac{(\sum B) (\sum S)}{(\sum B) + (\sum S)}$$

$JK_{(t)}$ = the sum of total square

$\sum B$ = the sum of correct items

$\sum S$ = the sum of wrong items

Step 4. The sum of the rest square:

$$JK_{(s)} = JK_{(t)} - JK_{(r)} - JK_{(b)}$$

Step 5. Using F table to find out the respondent variance and the rest variance. It needs the formula of d.b. (degree of freedom).

d.b. = The number of N of each variance – 1

$$\text{variance} = \frac{\text{the sum of square}}{\text{d.b.}}$$

d.b. total = (k x N) – 1

d.b. respondent = N – 1

d.b. item = k – 1

d.b. rest = d.b. total – d.b. respondent – d.b. item

Step 6. Using the Hoyt's formula.

$$r_{11} = 1 - \frac{V_s}{V_r}$$

r_{11} = the reliability of the whole items

V_s = the variance of respondent

V_r = the variance of the test

3. Index of Difficulty

Before the test is used to get the data, all of the items had been tried out. This try out was intended to know the facility value of the test. The facility value itself is used to find out the level of difficulty. The standard facility value that is used was > 0.30 and < 0.70 . According to J.B. Heaton (1975:178), the facility value under 0.30 is considered as difficult and above 0.70 is considered as easy. The item that considered as difficult and easy is replaced. In order to measure whether the items are easy or difficult, the researcher used the formula as suggested by J.B. Heaton (1975:178):

$$FV = \frac{R}{N}$$

Where:

FV = facility value

R = the number of right answer

N = the number of cases

H. The Techniques of Data Analysis

In analyzing the data from pretest-posttest, the researcher will compare the pretest scores (mean of pretest experiment class versus the mean of pretest control class) and posttest scores (mean of posttest experiment class versus the mean of posttest control class) by using t-Test formula. The t-Test was analyzed by using the formula as suggested by Arikunto (2006: 311-312).

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

where:

M = mean of each variable

N = number of participants

x = gain of every x_2 value from mean of x_1 value

y = gain of every y_2 value from mean of y_1 value

CHAPTER IV

RESEARCH FINDINGS

A. Data Presentation

The data had been gained from grammar multiple-choice questions that focus on testing simple present tense to experimental and control groups at the beginning and the end of the research meetings. The results of the tests can be seen at the enclosure pages and tables below.

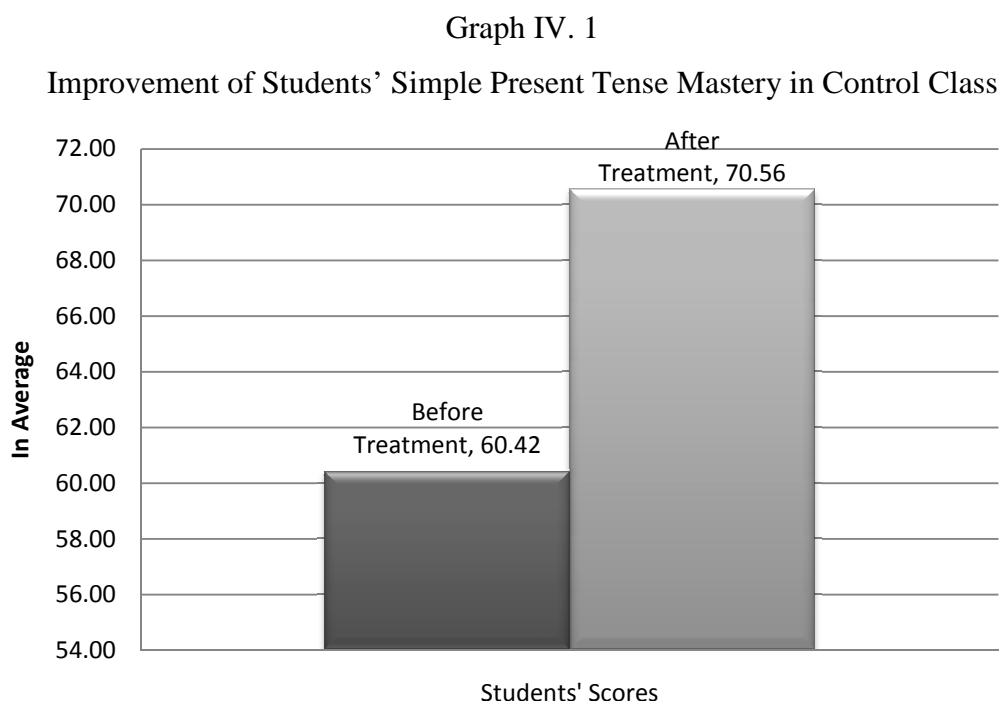
1. Control Class

Table IV.1
Students' Pretest and Posttest Scores in Control Class

Students	The Result of	
	Pretest	Posttest
1	62.5	70
2	40	55
3	90	92.5
4	62.5	70
5	45	55
6	45	40
7	95	100
8	45	65
9	55	70
10	65	75
11	85	90
12	37.5	60
13	70	80
14	70	75
15	40	70
16	65	70
17	45	52.5
18	70	80
Mean	60.41667	70.55556

As can be seen from the table above, there were eighteen students as participants in the control class. The researcher had gathered the data in form of scores (quantitative data). The scores was interpreted as the students' mastery of simple present tense before giving treatment (Pre-test) and students' mastery of simple present tense after giving treatment (Post-test). The treatment was Traditional Grammar Lesson for eight meetings.

In order to answer the first research question, "To what extent can the use of traditional grammar lesson improve the students' ability in using simple present tense at grade XI of MAN 1 Pekanbaru?" the researcher analyzed the data by calculating the average scores before and after giving treatments as in graph IV.1 below.



The graph IV.1 shows the improvement of the students' ability in using simple present tense after taught by using traditional grammar lesson. Students'

test scores in average before treatment was 60.42, then after treatment was 70.56. It means the extent of students' ability in using simple present tense increased 10.14.

2. Experimental Class

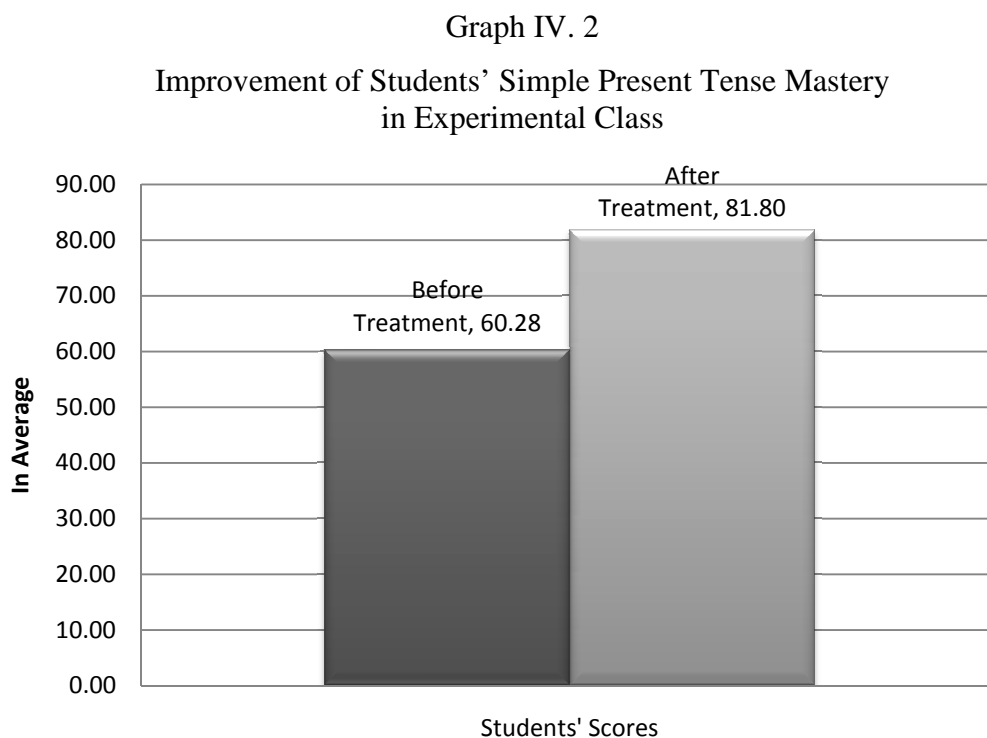
Table IV.2
Students' Pretest and Posttest Scores in Experimental Class

Students	The Result of	
	Pretest	Posttest
1	80	100
2	42.5	65
3	72.5	92.5
4	55	67.5
5	65	75
6	40	62.5
7	75	90
8	52.5	90
9	47.5	70
10	60	80
11	65	95
12	40	85
13	85	97.5
14	62.5	80
15	40	70
16	62.5	85
17	47.5	67.5
18	92.5	100
Mean	60.27778	81.80556

As can be seen in the table above, the numbers of sample in experimental class were the same as control class. The researcher had gathered the data in form of scores (quantitative data) from pretest and posttest. The treatment that had been

given to the experimental class was Descriptive Paragraph Writing. As same as the control class, the treatment is also had been given for eight meetings.

After answering the first research question, next the researcher strived to answer the second research question. The question is that, “To what extent can the use of descriptive paragraph writing improve the students’ ability in using simple present tense at grade XI of MAN 1 Pekanbaru?”. To answer it, the researcher analyzed the data by calculating the average scores before and after giving treatments as follows:



As is clear from the results in the graph IV.2, there is improvement of the students’ ability in using simple present tense after taught by using descriptive paragraph writing for eight meetings. The students’ test scores in average before treatment was 60.28, then after treatment it increased to 81.80.

What can be inferred related to the improvement of both control and experimental class is that the extent of students' improvement in experimental class was higher than the extent of students' improvement in control class.

B. Data Analysis

1. Hypothesis Testing

The researcher needs to test the hypothesis in order to answer the third research question or to see the significant difference on students' students' achievement on using simple present tense between students who were taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson) at grade XI of MAN 1 Pekanbaru.

To analyze whether the hypothesis is accepted or rejected, the researcher used t-Test formula. According to Sudijono (2009:286), statisticians generally categorize t-Test into two, T-test for small sample and t-Test for large sample. Related to that, the researcher considered the number of sample of this research before deciding which one of t-Test formulas that would be used to test the hypothesis of this research.

The numbers of sample in control class were same as experimental class, is that eighteen participants. It means the sample could be categorized as small sample because it was minus than thirty. As conclusion, the researcher decided to use t-Test formula for small sample. The followings are the steps of analyzing the data by using the t-Test.

Table IV.3

Table of Calculating the Research Data

Partici- pants	Control Class				Partici- pants	Experimental Class			
	Pretest (x ₁)	Posttest (x ₂)	Deviation			Pretest (y ₁)	Posttest (y ₂)	Deviation	
			(x)	(x ²)				(y)	(y ²)
1	62.5	70	7.5	56.25	1	80	100	20	400
2	40	55	15	225	2	42.5	65	22.5	506.25
3	90	92.5	2.5	6.25	3	72.5	92.5	20	400
4	62.5	70	7.5	56.25	4	55	67.5	12.5	156.25
5	45	55	10	100	5	65	75	10	100
6	45	40	-5	25	6	40	62.5	22.5	506.25
7	95	100	5	25	7	75	90	15	225
8	45	65	20	400	8	52.5	90	37.5	1406.25
9	55	70	15	225	9	47.5	70	22.5	506.25
10	65	75	10	100	10	60	80	20	400
11	85	90	5	25	11	65	95	30	900
12	37.5	60	22.5	506.25	12	40	85	45	2025
13	70	80	10	100	13	85	97.5	12.5	156.25
14	70	75	5	25	14	62.5	80	17.5	306.25
15	40	70	30	900	15	40	70	30	900
16	65	70	5	25	16	62.5	85	22.5	506.25
17	45	52.5	7.5	56.25	17	47.5	67.5	20	400
18	70	80	10	100	18	92.5	100	7.5	56.25
Σ	1087.5	1270	182.5	2956.25	Σ	1085	1472.5	387.5	9856.25

(The table form is adapted from Arikunto, 2006: 312)

The t-Test formula is:
$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$M_x = \frac{\sum x}{N} = \frac{182.5}{18} = \mathbf{10.13889}$$

$$\sum X^2 = \sum x^2 - \frac{(\sum x)^2}{N} = 2956.25 - \frac{182.5^2}{18} = 2956.25 - 1850.347 = \mathbf{1105.903}$$

$$M_y = \frac{\sum y}{N} = \frac{387.5}{18} = \mathbf{21.52778}$$

$$\sum Y^2 = \sum y^2 - \frac{(\sum y)^2}{N} = 9856.25 - \frac{387.5^2}{18} = 9856.25 - 8342.014 = \mathbf{1514.236}$$

Therefore,

$$t = \frac{10.13889 - 21.52778}{\sqrt{\left(\frac{1105.903 + 1514.236}{18 + 18 - 2}\right)\left(\frac{1}{18} + \frac{1}{18}\right)}}$$

$$t = \frac{-11.3889}{\sqrt{\frac{2620.139}{34} \times \frac{2}{18}}}$$

$$t = \frac{-11.3889}{\sqrt{77.06291 \times 0.111111}}$$

$$t = \frac{-11.3889}{\sqrt{8.562545}}$$

$$t = \frac{-11.3889}{2.92618267}$$

$$t = -3.892067$$

According to Sudijono (2009: 312), the sign – (“minus”) at the result of t-calculated is not a sign of algebra. Therefore, –3.892067 can be interpreted as there is a significant degree of difference as much as 3.892067.

2. Interpretation to the Null Hypothesis

From the analysis, results of the above t-Test, the researcher could make interpretation to the null hypothesis. To see the significant difference on students' students' achievement on using simple present tense between students who were

taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson) at grade XI of MAN 1 Pekanbaru, firstly, the researcher counted the degrees of freedom (df). The formula which used to counted it was $df = (N_x + N_y) - 2$. The number of participants in experimental group was 18 and the number of participants in control group was 18, so $df = 18 + 18 - 2 = 34$. Then the researcher looked for the critical value of $df = 34$ in the T-table, and it was found in the T-table that $t_{t.ts.5\%} = 2.03$ and $t_{t.ts.1\%} = 2.72$.

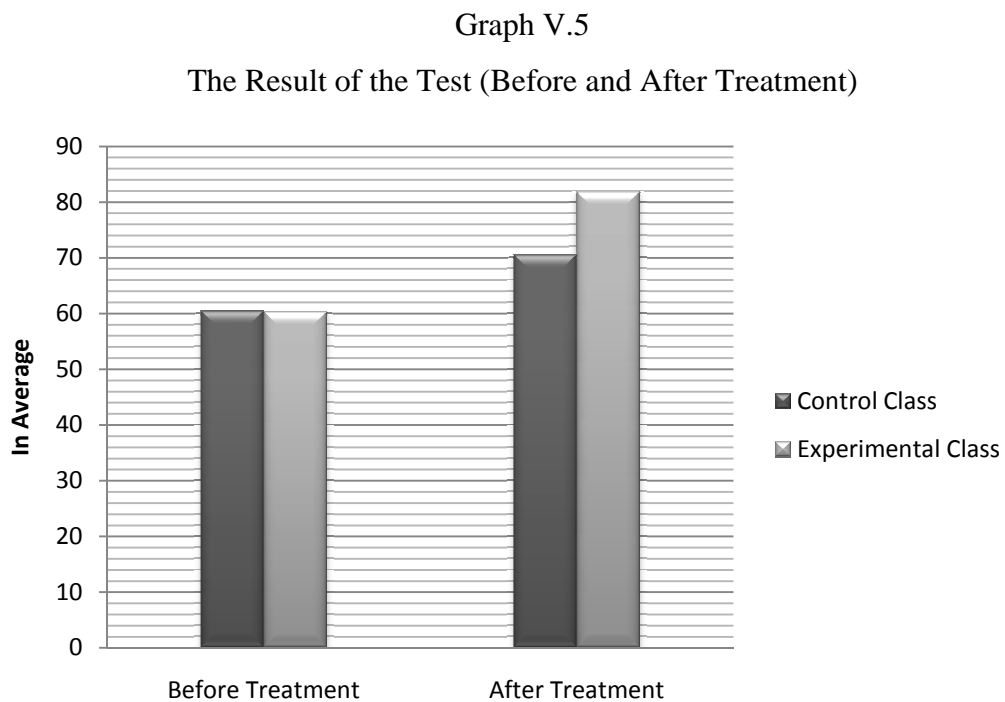
As the result, t_o was bigger than t_t , that is **$2.03 < 3.89 > 2.72$** . Therefore, the researcher confidently states that null hypothesis (H_o), as mentioned in Chapter II, is rejected. It means there is a significant difference on students' achievement on using simple present tense between students who were taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson) at grade XI of MAN 1 Pekanbaru. As conclusion, according to the result of the test, descriptive paragraph writing was effective to improve students' ability in using simple present tense.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing the research, the writer found that the students' scores in their ability in using simple present tense were different from before to after treatments. Both groups in this experimental research showed the improvement on the results of the tests, but after the researcher analyzed the results of pretest and posttest by using t-Test formula there was significant difference of the result between experimental and control groups. The following graph shows the average scores in pretest and posttest of each research class.



What can be inferred from the graph above is that, students of both experimental and control classes had similar results at the beginning of the research as measured by pretest. However, the posttest result in each research classes showed the difference of averages scores. As can be seen from the graph V.5 the students in the experimental class had higher scores than students in the control class.

As conclusion, the students at grade XI of MAN 1 Pekanbaru who were learn simple present tense through descriptive paragraph writing had better scores than students who were learn simple present tense through Traditional Grammar Lesson (conventional one).

B. Suggestion

As mentioned before, according to the result of the test, descriptive paragraph writing was effective to improve students' ability in using simple present tense. Based on that finding, the researcher proposes some suggestions as follows:

1. It is suggested to English teachers to teach grammar communicatively such descriptive paragraph writing.
2. It is suggested to the following researchers to explore other factors that can affect better on teaching grammar communicatively.
3. Since the students' time to study English at school is not enough, it is a good idea for the teachers asks their students to learn grammar rule communicatively by making some further sentences with them as

homework, because by providing a real example is a great way to remember grammar rules.

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